Table of Contents

I. General Procedures and Requirements

II. Master of Science Degree Programs (M.S.)

III. Doctor of Audiology Degree Program (Au.D.)

IV. M.S. and Au.D. Procedures

V. The Doctor of Philosophy Degree Program (Ph.D.)

VI. Scholarship: Review of Student Progress

   a. Master of Science Degree Programs (M.S. – CoreSLP & M.S. – MedSLP)
   b. Doctoral Degree Programs (Au.D. & Ph.D.)

VII. Clinical Experiences

VIII. Computer Use

IX. Laboratory Fees

X. Immunization Policy

XI. CPR

XII. Students Receiving Stipend Support

XIII. Diversity

XIV. Student Concerns
Welcome to the graduate program in the Department of Speech and Hearing Sciences (SPHSC). This guide is designed to provide students with a summary of the requirements and procedures within the Department and the University which pertain to graduate study and degree candidacy. This guide is supplementary to the University of Washington’s General Catalog, which incorporates all general requirements and the Graduate School’s website which outlines all current policies, procedures and requirements for graduate students.

The SPHSC Graduate Student Guide provides information for our department’s four graduate degree programs:

1. Master of Science Degree (M.S - SLP.)
   a. Speech –Language Pathology/ CoreSLP program
   b. Medical Speech-Language Pathology / MedSLP program
2. Doctor of Audiology Degree (Au.D.)
3. Doctor of Philosophy Degree (Ph.D.)

The Department of Speech and Hearing Sciences at the University of Washington and its graduate programs in Speech-Language Pathology and Audiology are accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA). Public comment can be addressed to ASHA at http://www.asha.org or by mail to 10801 Rockville Pike, Rockville, MD 20852.

I. General Procedures and Requirements

The Associate Chair also serves as the Graduate Program Coordinator (GPC). He or she oversees the graduate program and handles all ASHA-related matters along with the Director of Student Services (DSS). The Graduate Program Assistants (GPA) work with the GPC and DSS to assist graduate students as needed and to serve as a resource for information about the degree programs and University and Department requirements, policies, and procedures.

Students should become acquainted with the requirements of the Graduate School and of the University (described in the General Catalog, available at: http://www.washington.edu/students/gencat/) and should follow them completely. The most important requirements include the following:

A. Assignment of a Faculty Advisor and Advisory/Supervisory Committee:
   1. For Ph.D. students, a member of the faculty will be designated as the student’s advisor/mentor at the time of their entrance into the program. The student’s advisor/mentor will be his/her primary contact in the development of their specific academic goals and will assist with the overall coherence of the student’s program of study.
   2. For all Au.D. and M.S. students conducting theses or research projects, a faculty advisor/mentor is also assigned at the onset of the research endeavor. For all students engaged in completing theses or research projects (SLP Master’s, Au.D. or Ph.D.), one to two other members of the faculty are appointed to constitute a Supervisory Committee. These appointments are made in consultation with the student and his/her primary advisor. The Supervisory Committee is responsible for approving the student's thesis prospectus and for recommending the student for the degree following Final Examination.
   3. Students in the Au.D. and M.S. SLP programs are also assigned Graduate Program Advisors (GPAs) to assist with questions of an academic and technical nature such as course requirements, practica and internships, changes to program plans and timetables, etc. The academic advisors also conduct final advising with students prior to graduation to ensure academic requirements for the degree have been met.

New students at the Ph.D. level have a two person Advisory Committee during their first year of study to assist in program planning and in preparing for their pre-dissertation research project. This committee consists of the advisor/mentor plus one other member. By the beginning of the second year of full-time Doctoral study, a
Supervisory Committee is typically appointed in accordance with regulations found in the *General Catalog*. This committee is appointed by the Dean of the Graduate School on recommendation of the Chair and Associate Chair of Speech and Hearing Sciences. The committee has the responsibility of approving the proposed program of study, administering the General Examination, supervising dissertation research, administering the oral defense of the dissertation, and recommending the degree. Doctoral students and their advisor can make modifications to this committee at any point before the General Examination. The Associate Chair must be apprised of any changes to the committee composition and will inform the Graduate School of these changes.

**B. Registration:** Ten credits constitute a normal full-time study load in all 4 quarters. 16-18 credits are generally considered a maximum load for students who are devoted full-time to graduate study. Note: At least 10 credits (2 in summer) which apply to the degree must be taken to be considered in full-time residence and to be eligible to hold an assistantship or fellowship. Students pursuing the M.S.-SLP or Au.D. degrees are expected to register each quarter for a minimum of 10 quarter hours or apply for "on-leave" status.

All students whether on leave or in residence must be registered for the quarter in which they receive a degree. They must also be registered for research (599, 600 or 801), thesis (700) or dissertation (800) credits during any quarter in which they are receiving active direction of such work.

**C. Program of Study:** PhD student programs of study are individually tailored with the help of their advisor/committee to meet their needs (with respect to their particular academic or professional goals, their previous work, and any weaknesses or strengths demonstrated by their previous academic work and experience), working within the general framework of requirements of the Department, the Graduate School, and the University. MS and AuD students, however, must adhere to the specific program requirements and timelines as outlined in their program plans. There is often very little to no flexibility to customize or tailor these clinical programs of study.

Students who desire professional certification should ensure that the academic and practicum requirements for the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association (ASHA) are fulfilled as a part of their graduate program. Any undergraduate deficiencies must be made up during graduate studies. Information about current standards will be made available to the student at the beginning of the program. Students are responsible for reading this material and ensuring their completion of all ASHA requirements including documentation of clinical clock hours.

**Preparing a Proposed Program of Study:** The following are some of the documents available to help students prepare their academic programs:

1. **Program Plans for M.S.-SLP and Au.D.** These documents are a key resource for new graduate students and outline all of the coursework requirements for the degree programs. A copy is provided during orientation and is also available on SharePoint. Students are expected to adhere to their specific degree program plan. _All changes to a program of study must be approved by the student’s academic advisor, the Graduate Program Coordinator, and the head of the SLP or Audiology Interest Group._

2. **Graduate Program Prerequisites.** These must be completed and documented as part of the application and admissions process.

3. **Course Offerings.** A quarter-by-quarter listing of SPHSC courses is provided during orientation. The quarterly Time Schedule, on-line at [http://www.washington.edu/students/timeschd/](http://www.washington.edu/students/timeschd/), is the official list of offerings each quarter. For students enrolled in the MedSLP Master’s or Au.D programs through UW Professional & Continuing Education (UWPCE), the quarterly Extension Time Schedule is available on-line at [http://www.washington.edu/students/timeschd/95index.html](http://www.washington.edu/students/timeschd/95index.html).
4. **Course Descriptions.** Listed in the Speech and Hearing Sciences Department course offerings [http://www.washington.edu/students/crscat/sphsc.html](http://www.washington.edu/students/crscat/sphsc.html) and the Speech and Hearing Sciences section of the University of Washington General Catalog at [http://www.washington.edu/students/gencat/](http://www.washington.edu/students/gencat/).

5. **ASHA-Related Forms and Information**

   a. The following are available online only at [http://www.asha.org](http://www.asha.org).
   - ASHA Membership and Certification Information
   - Background information on the 2014 ASHA SLP Standards
   - Application Instructions for the 2014 SLP Certification Standards
   - Background information on the 2012 ASHA Audiology Standards
   - Application Instructions for the 2012 Audiology Certification Standards

   b. A copy of the Knowledge and Skills Acquisition (KASA) summary for the UWSPHSC is provided to the student. It outlines how the UWSPHSC didactic and clinical coursework relates to the 2014 ASHA SLP or 2012 ASHA Audiology Standards.

   **For SLP students:**
   **Undergraduate Prerequisites**—“Summary of Undergraduate Coursework and Prerequisites” form. Students use this form to document their ASHA required coursework in Basic Science, Statistics and Communication Sciences and Disorders which are prerequisites to graduate study. This form should be filled out in consultation with the student’s Graduate Program Advisor at the beginning of the program of study. The advisor should help the student ensure that the ASHA and Departmental prerequisites have been met. If not, advisors should help students resolve the deficiencies.

   The Undergraduate Prerequisites form must be completed by the student, approved by the advisor, and returned to the advisor at the beginning of the student's program. The Degree Audit Form must be completed/updated throughout the student’s program and returned to the advisor during their final quarter in the program. All requirements must be met and documented using these forms before graduating. A copy of these forms will be maintained in the each student’s academic file.

   **Graduate Requirements /Degree Audit System (DARS)** – All students (and their advisors) will use the University’s Degree Audit Reporting System to monitor Graduate School and Department didactic and clinical degree requirements while at the University. Students can run reports on demand to assess their academic progress against these requirements. Students are expected to use this system as they move through their program to monitor course registrations, elective requirements, clinical practice plans, course waivers/substitutions, etc.

   **For Au.D. students:**
   **Undergraduate Prerequisites**—“Summary of Foundation Coursework” form should be used by Au.D. students as they plan their programs, thus ensuring they meet ASHA and the Department’s academic and practicum requirements along the way. The advisor should help the student ensure that the student has met appropriate ASHA and Departmental prerequisites. If not, advisors should help students resolve the deficiencies. Courses already completed here or elsewhere should be reviewed and additions decided upon by the student and advisor.

   **Degree Audit Form** – All students (and their advisors) will use the University’s Degree Audit Reporting System to monitor Graduate School and Department didactic and clinical degree requirements while at the University. Students can run reports on demand to assess their academic progress against these requirements. Students are expected to use this system as they move through their program to monitor course registrations, elective requirements, clinical practice plans, course
waivers/substitutions, etc.

c. Students will track clinical clock hours/experiences via the Typhon Allied Health Student Tracking Database. It is the student’s responsibility to make sure supervisors have verified data entered into these systems. Reports regarding accumulated clock hours can be generated from each system.

d. As a CAA accredited program, the Department will maintain the following records:
   1. Copy of undergraduate transcript(s)
   2. Copy of verified observation clock hours for M.S. students only (students are responsible for turning this in to the GPA at the beginning of their graduate program and keeping a copy for themselves)
   3. For CoreSLP & Au.D: Copy of Clinical Tracking Summary
   4. Copy of clinical evaluation forms for all clinical coursework completed (verified by an ASHA-certified SLP or audiologist)
   5. Copy of verified clinical clock hours completed during the graduate program (report generated from Typhon)
   6. Copy of the signed and dated “Verification by Program Director” form (part of ASHA certification application)
   7. For SLP & Au.D.: Degree Audit Reports summarizing Graduate coursework taken at the UW
   8. For SLP & Au.D.: Undergraduate Prerequisite Forms summarizing undergraduate foundation coursework
   9. For Au.D.: Copy of Written Comprehensive Exam outcome
   10. Copy of signed cover page of Master’s Thesis or Doctoral Capstone Project
   11. Copy of final UW Warrant to the Graduate School approving graduation

E. Course Level: The Graduate School accepts credit in approved 300-level courses for the minor or supporting fields only; approved 400-level courses are accepted as part of the major. One half of the required course hours, including thesis credits, must be in courses numbered 500 or above. Courses numbered below 300 are not applicable to residence or graduate credit.

F. Continuous Enrollment: Graduate students, from the time of their first enrollment in the Graduate School of the University of Washington, are required to be registered each quarter until the completion of all requirements for the graduate degree for which they are working, including the filing of the thesis or dissertation, passing of the Master's or Doctoral final examination, and awarding of the degree.

Graduate students in good standing who plan to be away from the University and out of contact with the University faculty and facilities for a period of time, usually not to exceed four successive quarters, must apply for "on leave" status after they have had their request for on leave status approved by their advisor and the Graduate Program Coordinator (GPC). It is Departmental policy for “on leave” approvals to be limited to a maximum of three successive quarters (not including Summer Quarter).

Students who wish to request a leave from the graduate program officially apply for “on leave” status through MyGrad, and pay a non-refundable fee (except for Summer Quarter). This fee must be paid each quarter the student intends to be “on leave”. Students should refer to Graduate School Memorandum No. 9, On Leave Policy to Maintain Graduate Student Status.

Graduate students who are registered as full-time or part-time students for Spring Quarter will automatically convert to on leave status for Summer Quarter if they do not plan on attending school the following summer; students who are officially on leave for Spring Quarter will automatically have their on-leave status extended for Summer Quarter only. For any quarter other than Summer, students must petition to take a leave of absence and
pay the associated fee.

If a student is neither enrolled nor officially granted “on leave” status, they will no longer have graduate status. Failure to maintain either continuous enrollment or on-leave status constitutes evidence that a student has resigned from the Graduate School. In order to return to a degree program, the student is required to apply for program reinstatement and must pay the reinstatement fee.

G. Residence: The University’s minimum residence requirement for the Master’s degree is one year (three full-time quarters). Once enrolled in the graduate program, the Department of Speech and Hearing requires residency in the state of Washington as follows: for the Au.D. the minimum requirement is 11 full-time quarters; for the CoreSLP SLP program, the minimum requirement is 8 full-time quarters; for the MedSLP program, the minimum requirement is 8 full-time quarters.

For the Ph.D., the minimum requirement is three years beyond the baccalaureate, two of which must be at the University of Washington. One of the two years must be spent in continuous full-time residence (three out of four consecutive quarters).

Theses and dissertations may be written in absentia, with the approval of the student's Supervisory Committee, only if all course and residence requirements have been completed. In certain circumstances, approval may be required from the Dean of the Graduate School.

H. Foreign Language: The Department has no foreign language requirement. It is possible under certain circumstances that a student's Supervisory Committee may require a language competency as a part of the degree program when this is deemed essential to acceptable scholarly work in the chosen area of study.

I. Students who are non-native speakers of English and students with disabilities: (This information is also available on SharePoint at https://www.sphsc.net.)

1. According to the University of Washington Graduate School Memorandum No. 8, "A satisfactory command of the English language is required for admission to the University of Washington Graduate School". Applicants whose native language is not English must demonstrate English language proficiency. Proficiency can be demonstrated in one of four ways as specified in Graduate School Memorandum #8.

2. SPHSC will provide reasonable accommodations for students with disabilities in accordance with Section 3 of the State of Washington “Core Services Bill for Students with Disabilities in Higher Education.” Enrolled students who believe they have a disability, for which they wish to seek an accommodation, should request disability accommodation from the Disability Resources for Students Office (DRS). Additional information about DRS can be found at http://www.washington.edu/students/drs/

3. Admissions into the Department of Speech and Hearing Sciences will follow the University of Washington policies and guidelines for individuals who are non-native speakers of English and/or individuals who have disabilities. The Department's Graduate Admissions Committees will review each applicant using a holistic review of the student’s potential, as part of the UW goal to achieve diversity without regard to language proficiency or disability. Each applicant's strengths will be identified, as well as possible support services that may be needed during the individual's enrollment.

J. S/NS and C/NC Grading: Graduate students need to get instructor approval to take an S/NS (Satisfactory/Not Satisfactory) course in any numerically graded course for which they are eligible. SLP Master’s and Au.D. students should refer to their Program Plans for guidelines concerning specific courses. If approval is granted, the student must indicate a choice at the time of registration or during the official change period, since S/NS
grades will not later be converted to numeric grades (or vice versa). The identity of students taking a graduate course on the S/NS basis will be made known to the instructor at the end of the quarter by designation on the student's grade sheet which the instructor will fill out and return to the Registrar. Graduate students taking undergraduate courses on an S/NS basis will not be identified to the undergraduate instructor. For graduate students, grades of 2.7 or better will be converted to S. Anything less than 2.7 will be converted to NS. Students do NOT choose to take a course Credit/No Credit; this is predetermined by the instructor.

K. Waiving of Courses and Appeals Procedure: Waiving of required graduate courses is accomplished by permission of the Associate Chair/GPC and requires the approval of both the course instructor and the student’s academic advisor. Appeal of the Associate Chair’s decision can be made to a Faculty Committee appointed by the Chair. The committee’s decision will prevail unless the student wishes to pursue other appeals channels available to all University of Washington students.

L. Certification Program for Employment in Public Schools: Washington State law requires that all persons in teacher certification programs must show evidence of good moral character and fitness to serve as a teacher/ESA (Educational Staff Associate). Prior to starting the Pre-internship or any practica in the schools, students must complete a public schools background check consisting of the Character and Fitness Supplement and fingerprinting.

M. Other Background Checks: Admission to any of Speech and Hearing Sciences graduate program is conditional pending a successful criminal background check. As part of the admissions process, all entering graduate students will undergo state and national criminal background checks. This policy is in accordance with the Washington State Child and Adult Abuse Law (CAAL) that requires all individuals who have access to children less than 16 years of age, developmentally disabled persons, or vulnerable adults to disclose background information concerning crimes and offenses against these populations. This policy also addresses our affiliated clinical sites’ requirement that our students have current, national background checks.

Students will receive instructions for completing these checks upon acceptance to any of our programs. It is the student's responsibility to complete the background check within 30 days of accepting an offer. Students will not be permitted to register for classes until the Department of Speech and Hearing Sciences has received verification that a background check has been completed.

It is important that students in our programs receive certification that there is no evidence of a CAAL conviction or criminal history. If there is a conviction that would prevent the student from completing the required clinical experiences in our programs, and thus prevent him/her from fulfilling the program requirements, he/she will be denied admission. A non-CAAL conviction/criminal history record, however, does not necessarily disqualify an individual for admission. When considering individuals for admission, conviction/criminal history records are reviewed as they relate to the content and nature of the curriculum and the safety and security of clients and the public. Should the background check raise any areas of concern related to a student’s participation in a graduate program, he/she will be contacted by a representative of the Speech & Hearing Sciences Department.

For all students participating in community practicum settings, there are additional requirements such as annual background check reports, fingerprinting, drug testing, or completion of agency-required background check procedures. Please be aware that students are responsible for any costs related to these special requirements. Each student should refer to the “Clinical Compliance Policy” provided during orientation and stored on SharePoint and typhon for additional information on these requirements.

N. Degree Requirements: See appropriate sections of the University General Catalog and Sections II and III below.
II. Master of Science Degree Programs

A non-thesis or thesis option leading to the Master of Science degree is available.

A. Master of Science (Non-thesis Option) - The University requires a minimum of 36 credit hours for this degree; however, the student must also fulfill the supervised clinical practicum requirements for the Certificate of Clinical Competence (CCC) of the American Speech-Language-Hearing Association (ASHA). For both the CoreSLP and MedSLP programs, the specific course sequences for concentration in Speech-Language Pathology are outlined in the Program Plan provided upon entering the program. Clinical requirements are also summarized in the Program Plan.

B. Master of Science Degree (Thesis Option): Minimum credit hour requirements for this degree vary with the concentration area.

Students concentrating in Speech-Language Pathology (either the CoreSLP or MedSLP program) will fulfill the academic and clinical requirements for the ASHA Certificate of Clinical Competence in their concentration area (see below) in addition to completing a Master’s thesis. Students may be required to take a course in Statistics at the 400 level (or above). If a course of this nature and level was completed during undergraduate or post baccalaureate work, then it does not have to be taken at the graduate level. Each student’s thesis mentor will advise them regarding enrollment in a Statistics course. A minimum of 9 credits of thesis work (SPHSC 700) is also required. Students must be enrolled in SPHSC 700 during their final quarter in the program in which they will submit a final thesis document to the Graduate School and participate in an oral defense of their work (i.e., final examination).

Although the Master’s thesis need not be a significant contribution to human knowledge, it should give evidence of mature scholarship and contribute important and useful information or organization to the discipline. In addition, it should demonstrate a firm grasp of the problems in a particular area of study and indicate an ability to communicate ideas in writing. Students are expected to formulate their own thesis problem with the advice and written approval of the Thesis Director and Supervisory Committee. The research and writing are the responsibility of the student, who should look to the Supervisory Committee Chair for continued counsel and assistance.

i. Preparation of Thesis. Although there is no necessary set pattern, ordinarily the sequence of events is as follows:

a. A thesis problem or subject should be chosen and approved early in the student's career, preferably in the third or fourth quarter of full-time residence. SPHSC 506, Research Methods in Speech-Language Pathology, is required and designed to help the student towards the development of their thesis, as well as provide background information about research design. Other courses such as SPHSC 505, Clinical Research in Communication Disorder, and the Doctoral Research Methods class, SPHSC 504, may also be helpful in the thesis process, but are not required.

b. The thesis proposal is to be submitted as a carefully prepared prospectus to the student’s Supervisory Committee who will meet to discuss the research and ask questions about it. The student may do preliminary work on the research while committee action is pending, but should not begin detailed and intensive research until written approval has been given. No experimentation with human subjects may occur until the project has been approved by the Human Subjects Division of the University. The proposal should essentially comprise the review of the literature, statement of the problem and purpose, the experimental design, and discussion of data analysis.
c. Prior to approval of the thesis proposal, the Supervisory Committee may be altered to include faculty members especially interested in the student’s area of concentration if desired. The finalized Supervisory Committee constitutes the examining committee for the Final Examination (see below) and will be available for consultation on problems concerning the thesis. Students are highly encouraged to meet with their Supervisory Committee to help resolve issues/problems, as they arise. We have found that a draft of data analysis plans should be reviewed by the Committee and that this be done no later than the beginning of the quarter the student plans to graduate.

d. When the Supervisory Committee Chair has tentatively accepted the thesis, the document is ready for reading by the other committee members. Copies of the "final thesis draft" will be distributed to the Committee members at least one week before the final oral examination. The Graduate Program Advisor will assist the student and Committee Chair in securing a time and place for the Final Examination. The GPA must be notified by the end of the first week of the quarter that the student intends to defend their thesis. The GPA will obtain the warrant which must be signed by the members of the examining committee at the defense.

f. The GPA must be notified by the end of the first week of the quarter that the student intends to defend their thesis. The GPA will obtain the warrant which must be signed by the members of the examining committee at the defense.

g. A signed Master’s Supervisory Committee Approval Form must be submitted to the Graduate School no later than 5:00 pm PST on the last day of the quarter in which the degree is to be conferred.

h. A signed Warrant for the Master’s Degree must be signed by the Supervisory Committee and submitted to the GPA to be retained by the department by the last day of the quarter in which the degree is to be conferred.

i. By the last day of the quarter in which the degree is to be conferred, the following must occur:
   i. One copy of the thesis document must be submitted electronically to the Graduate School using the UW ETD Administrator Site
   ii. A second copy of the thesis document, with an abstract of no more than 200 words in length (optional), should be given to the GPA to be retained by the Department.
   iii. A third copy of the thesis needs to be furnished to the Thesis Director/Chair. Other committee members should be given a copy of the final thesis if requested.
   iv. All students should review the Graduate School instructions on “Final Submission of Your Electronic Thesis or Dissertation (ETD)”.

ii. Final Examination: Students are expected to present the results of their thesis to an open forum prior to their examination. All members of the committee should be in attendance. The examination is an oral defense of the thesis, but questions on the candidate's area of specialization are to be expected as well. At least two of the three Supervisory Committee members must be members of the Graduate Faculty. Three members of the examining committee must attend the examination (teleconferencing is permissible), approve the thesis, and certify the results of the Final Examination. The results are reported through the GPA to the Graduate School Office before the last day of final examinations for the quarter in which the degree is to be conferred.

III. Doctor of Audiology Degree Program (Au.D.)

Students will fulfill the academic and clinical requirements for the ASHA Certificate of Clinical Competence. All students will complete a research experience (project or thesis) and pass a comprehensive examination.
**A. Au.D. Research Project or Pre-dissertation Project (PDP)**

ii. All Au.D. students must complete either a thesis or a research project. The Au.D. research project is smaller than a thesis in scope (both the work, and the writing) and often (although not always) more clinically focused. For those students who are already enrolled in the Au.D./Ph.D. program, the research project can also serve as the pre-dissertation project (PDP) provided the process meets all of the PDP requirements stipulated in the Ph.D. program.

iii. **Au.D. research project**

The research project should give evidence of mature scholarship and contribute important and useful information or organization of existing information to the profession. It should demonstrate a firm grasp of the problems in a particular area of study and show an ability to communicate ideas in writing. Topics can be basic or clinical research. Students are expected to participate in a project with the advice and approval of their adviser and research mentor. The research and writing are the responsibility of the student, who should look to their research mentor for guidance and to the Writing Center for additional writing help if needed.

a. **Sequence of research experience:**

A research problem or subject should be chosen and approved by fall of the 2nd year in the Au.D. program. Taking SPHSC 801 credits during Autumn quarter can be used to develop a research idea. To do this, a primary research mentor plus at least one additional committee member should also be selected. If the research mentor is not the academic adviser, then the adviser will serve as the second member of the committee. If the research mentor is also the academic adviser, a second committee member should be selected.

A brief written proposal (3-5 pages) should be submitted to the student’s committee. They will meet with the student to discuss the research and ask questions about it. The student may do preliminary work on the research while committee action is pending, but should not begin detailed and intensive work until approval has been given. The proposal should include a brief summary of relevant literature, statement of the problem and purpose, the planned experimental design, and discussion of how the data will be presented or analyzed.

Students are expected to present the results of the research project to an open forum, generally scheduled during the Spring quarter of the 3rd year in the program. All members of the committee should be in attendance. A summary paper must also be completed and submitted to the committee. All members of the committee must approve the project.

**Required coursework:** Student must take Research Methods (SPHSC 504) and one course in Statistics at the 400 level and above (EdPsy 490 or equivalent). Twelve credits of SPHSC 801 are required.

iv. Pre-dissertation project – Students who are enrolled in the Ph.D. program and wish to have their Au.D. research project serve as their PDP must fulfill all of the requirements described in the Ph.D. program. This means the student’s Ph.D. committee will need to review and approve the project proposal in advance and the completed project will be presented in the form of a publication or conference presentation. The time line for this work typically begins in the student’s 2nd or 3rd year of the Au.D. program, although time lines might vary. Please consult the Ph.D. program guide for additional details.

**B. Au.D. Comprehensive Written Examination Procedures:** This exam is required of all Au.D. students. The exam is typically scheduled for the 2nd Friday of Winter quarter during the third year. Final arrangements for the exam will be communicated to each eligible student by the Graduate Program Advisor. The exam MUST be passed before a student can enroll in their internship (SPHSC 601A).
The examination in Audiology consists of three (3) questions, each of which must be answered.

The design of the exam will be as follows:

This exam evaluates didactic knowledge and critical thinking. Three questions will be asked that require integrating knowledge (e.g., case studies) associated with normal and disordered populations, audiological assessment, and the treatment and management of hearing impairment. All three questions are case based and integrate information about the topics listed above.

Each of the answers will be evaluated in anonymity by one or more members of the faculty. The student’s performance on the examination as a whole will be evaluated by the Audiology Interest Group and one of three grades will be assigned: High Pass, Pass, or Fail. Students will be expected to write satisfactorily in all areas to pass the examination. Re-examination will be allowed only in the area(s) in which they failed and will be scheduled for the following quarter.

Options for taking the exam:

Computer: We will provide a computer and thumb/flash drive; the student may not use their own computer nor may they insert any data storage medium into the computer, (such as external drives, CDs, etc.) During the examination students may not access outside sources of information nor use browsers, file transfer programs, etc. Students may only use the computer and thumb/flash drive during the examination.

The test will likely take place in the Student Computing Lab located in SPHSC Clinic. The computer will have the Department’s current software and the student will be expected to know how to use it. If the student is not skilled in using a computer and creating and saving files, this is not an option. Any glitches that are not related to actual deficiencies in our equipment are the student’s responsibility. For example, unanswered questions because of “lost” or “accidentally deleted files” are counted as failed. The testing will take place during an agreed to three hour period on the test day; likely in the morning. All questions will be randomized.

B. **Au.D. Clinical Comprehensive Examination Procedure**: This exam is required of all Au.D. students during Autumn quarter of the first year and during the Winter quarter of the second year in the program.

**All students:**
Students are expected to pass the exam on the first attempt; however, one retake will be allowed. If a student fails the exam twice, dismissal from the program will be considered.

**First year students:**
The Exam is contained within the SPHSC 570 course (Assessment of Auditory Dysfunction 1) in the Autumn quarter. Students are asked to demonstrate the audiometric skills learned in the class on ‘standardized patients’. Please see SPHSC 570 syllabus for more details.

**Second year students:**
The Exam is contained within the SPHSC 571 course (Assessment of Auditory Dysfunction 2) in the Winter quarters. The student will be asked to perform one of the following content areas for their patient:

- Adult diagnostic evaluation including integration of auditory brainstem response, otoacoustic emissions and/or cochlear implant candidacy
- Pediatric diagnostic evaluation
- Hearing aid trouble-shooting and real ear measurements
IV. M.S. and Au.D. Procedures

A. Documenting Clinical Clock Hours: Every quarter, students calculate the clinical clock hours they obtained for each practicum. This information is recorded in the Typhon Allied Health Student Tracking Database, computerized, web-based programs that help the students track and obtain supervisor verification for clock hours. It is the responsibility of the student to contact their supervisor so that the clock hours obtained during that quarter can be verified. In order to receive credit for a practicum experience, clock hours must be submitted for verification according to the established timetables. Failure to submit hours in a timely manner will result in a NC grade. Students are responsible for maintaining an original record of verified observation hours and verified clinical clock hours online whether the hours were accumulated from UWSPHSC or another institution. It is the student’s responsibility to obtain ASHA certification numbers for any non-UWSPHSC supervisors. At the end of the graduate program each student will generate a report from Typhon, a copy of which will be kept in the student’s file at UWSPHSC.

B. Au.D. Comprehensive Examination Appeal Procedures: If a student fails the examination, an appeals procedure is available. It includes the following four steps:

i. The appeal must be initiated with a formal letter to the Graduate Program Coordinator before the end of the quarter in which the exam was taken. Note: Late appeals will not be considered. The letter should explain the reason for the appeal. An oral request does not constitute an appeal.

ii. The Graduate Program Coordinator will review the appeal and, if appropriate, will convene a committee of two secondary readers plus the question’s originating faculty member.

iii. This three-person committee will review the student’s original answer and the appeal. If the committee does not reach consensus, the matter will be resolved by the majority opinion. The committee’s decision will be communicated in writing to the student by the Graduate Program Coordinator.

iv. If the committee’s decision is to deny the appeal and the student wishes to pursue the matter further, the student may write another appeal to the Chair of the Department. The procedure is then at the discretion of the Chair.

C. Graduation Requirements: During the first two weeks of the quarter in which the M.S. or Au.D. student plans to graduate, an application to graduate must be completed using MyGrad program, which is located on the web at: http://www.grad.washington.edu/mygrad/student.htm. M.S. students will submit a “Master’s degree request” and Au.D. students will “Schedule a doctoral degree final exam”. Students should plan on meeting with their advisor at the beginning of the quarter in which the student plans to graduate, or, in the event an advisor will not be available, at the end of the quarter prior to the graduating quarter. The purpose of this meeting is to review all of the ASHA and department graduation requirements and confirm that all requirements have been or will be met. Students should plan on signing and obtaining their advisor’s signature on their Degree Audit Form no sooner than 2 weeks before the end of the graduating quarter.

After the student has completed all the required clinical contact hours and had these hours verified in ART or Typhon, s/he must submit a hard copy of the final clock hours report to the GPA for the student’s permanent file.

After the Program Director signs the Verification Form a copy will be made for the student’s permanent file and the original may be picked up from the GPA. It is the student’s responsibility to submit this form to ASHA.

D. Continuing Doctoral Study for M.S. and Au.D. Graduates: In some cases, matriculated students previously admitted into the Graduate School to complete an M.S. or Au.D. degree in this Department wish to continue
study toward the Ph.D. Such students must apply to the Department and Graduate School for formal admission into a post-Master’s or post-Au.D. program. The following information will be reviewed and a decision made by the appropriate faculty in the student's area of interest:

i. A formal letter to the Graduate Program Coordinator specifying (1) the quarter in which the post-M.S./Au.D. work is to begin; (2) the interest area in which the applicant wishes to study and the requested mentor; and (3) the goals and objectives to be pursued.

ii. Please note that Au.D. students also have the option of completing a concurrent Au.D./Ph.D. degree program (vs. a post-Au.D. doctoral program). However, Au.D. students must apply to the Ph.D. program in the autumn of their 2nd year.

iii. Updated transcripts of the student's academic work, if not already available.

iv. Three letters of recommendation, including one from the faculty member with whom the student wishes to primarily work.

V. The Doctor of Philosophy Degree Program (Ph.D.)

A. Conceptual Statement: The following statement, as approved by the Department faculty, describes the nature of the Doctoral program within this Department:

The Ph.D. program is organized around an apprenticeship model with strong mentoring.

i. The Ph.D. program is designed for students interested in research in the discipline of communication sciences and disorders, whether basic or applied, to be implemented in university, clinical, or industrial settings.

ii. The major objective of Ph.D. training is to give students the background and skills necessary to be successful in research and in teaching. Specifically, students should acquire knowledge and appreciation for the content of the field as well as skills in critical thinking, problem solving, and communication. They should develop the technical expertise necessary to support their research and teaching endeavors. They should develop a sense of membership in and contribution to the discipline.

iii. The means by which these objectives can be met are varied. They include supervised research and teaching, interactions with a mentor and other colleagues, didactic coursework, seminars, directed readings, examinations, and colloquia.

B. Number of credits: No precise number of credits can or should be prescribed. This degree is not conferred merely as a certificate to a prescribed course of study and research, no matter how long or how faithfully pursued. The total number of graduate credits to be taken by any student will be determined by the Supervisory Committee. It is expected that students will present "a minimum of three years (nine full-time quarters) of resident study, two of them being at the UW with at least one year in continuous full-time residence" (UW General Catalog-Graduate and Professional Study). "The candidate must register for a minimum of 27 credits of dissertation over a period of at least three quarters." (See the UW General Catalog - Graduate and Professional Study for further information.)

C. Ph.D. Curriculum Guide: For detailed information on the program requirements, see the Doctoral Curriculum Guide available on the department website and SharePoint at: https://www.sphsc.net

VI. Scholarship: Review of Student Progress

Master of Science Programs
A. Expected Performance

All graduate students are expected to maintain satisfactory progress during the completion of their approved program of study in order to be recommended for a degree and/or for the ASHA Certificate of Clinical Competence. Any student failing to maintain satisfactory progress in any of the areas outlined below will be automatically reviewed by the faculty in the student’s interest area and may have a change-in-status action taken by the Graduate School Dean.

The three major criteria for maintaining satisfactory progress are as follows:

i. **Satisfactory Scholarship:** Maintenance of a minimum cumulative grade point average of B (3.0) in all courses numbered 400 and above. Note that grades below 1.7 are recorded as 0.0 and that a 2.7 or better is required in all 500-level or above for courses counted towards degree requirements.

   A cumulative GPA of 3.00 or above is required to receive a degree from the Graduate School. A graduate student's GPA is calculated entirely on the basis of numeric grades in 400- and 500-level courses. The grades of S, NS, CR, NC, and N are excluded, as are all grades in courses numbered 600, 601, 700, 750, 800, and 801 and in courses at the 100, 200, and 300 levels. See Memorandum #19, Grading System for Graduate Students.

   Failure to maintain a 3.00 GPA, either cumulative or for a given quarter, is considered unsatisfactory performance or “low scholarship” and may lead to a change-in-status action by the Graduate School. Please refer to the Graduate School scholarship web page and Memorandum #16, Unsatisfactory Performance and Progress for additional information.

   i. During the first quarter in which a student's cumulative or quarterly GPA falls below a 3.0 the student will be placed on warn or probation. In subsequent quarters, students must maintain a quarterly GPA of 3.0 or higher until their cumulative GPA rises to 3.0 or higher.

   ii. During the second quarter in which a student's cumulative or quarterly GPA falls below a 3.0, the student will be placed on probation or final probation. In subsequent quarters, students must maintain a quarterly GPA of 3.0 or higher until their cumulative GPA rises to 3.0 or higher.

   iii. After the third quarter in which a student's cumulative or quarterly GPA falls below a 3.0, the student will be dropped from the program.

ii. **Satisfactory Progress Toward Degree Completion:** Maintenance of performance and progress which is satisfactory to the faculty in terms of:

   i. **Academic performance** – students will demonstrate in their written, oral and clinical work the ability to analyze and conceptualize clear and concise ideas and synthesize, organize, apply and evaluate information.

   ii. **Attendance and participation in coursework** – students will consistently attend classes and participate in course activities, including collaborative efforts as applicable.

   iii. **Upholding professional standards** – students will demonstrate academic and professional integrity at all times.
Satisfactory performance and progress encompasses coursework and seminars, clinical and teaching practica (whether graded or ungraded), progress and achievement for students involved in research, and demonstration of other skills and behavior normally expected of students working toward academic and training goals in the speech and hearing sciences.

The following items amplify the meaning of "satisfactory" performance with respect to registration in both didactic and clinical practicum courses at the graduate level. Failure to maintain satisfactory performance and progress toward a degree may result in a change-in-status action by the Graduate School:

a. A grade below a 2.7 in any didactic course is considered unsatisfactory performance.
   
i. Students who receive a grade below a 2.7 in any didactic course that is offered in the SPHSC department (regardless of whether it is a required or elective course) must retake that course. A required course must be taken the next quarter it is offered. Alternative arrangements to fulfill course requirements are at the discretion of the instructor/faculty member. See item “ii” below for more information on retaking elective courses.

   Students must receive a passing grade for all didactic courses required by the Department for the advanced degree.

   Students will have only one opportunity to retake the same course. Students who do not receive a passing grade of 2.7 or higher on the retake of the course may be recommended for dismissal by the Graduate School for reasons of unsatisfactory progress and may be dropped from the program.

   Upon receipt of a non-passing grade (below 2.7), the faculty will recommend to the Graduate Program Coordinator and Graduate School that the student be placed on “probation” during the next quarter in which the student enrolls.

   The student will not be allowed to enroll in any further didactic courses or clinical practica for which the failed course is a prerequisite. Note that failure of one or more didactic courses may result in a delay of graduation.

   Because most graduate courses are offered only once a year, in some circumstances the student may wish to take a voluntary leave until the failed course is offered again if alternative arrangements are not possible. This decision should be made in consultation with the SLP Graduate Student Progress Committee and the SPHSC department’s Graduate Program Coordinator. Students should familiarize themselves with Memorandum #9, On Leave Policy to Maintain Graduate Student Status which outlines the graduate policy for “on-leave status” eligibility.

   ii. Students who receive a grade below a 2.7 in any didactic course that is taken as an out-of-department elective are not required to retake the same failed course. The student can meet the out-of-departmental elective requirements by satisfactorily completing a different course. The student can re-take or take a new elective in any quarter they determine is most appropriate.

   As outlined in section “a.i.” above, the faculty will recommend the student be placed on probation upon receipt of a non-passing grade.
iii. Students who receive a non-passing grade (below 2.7) in a second didactic course, regardless of whether the course is offered in the SPHSC department or outside, which quarter the course is failed, or when previous courses were failed, must retake that course (or a substitute course in the instance of a failed elective) and receive a passing grade as per the guidelines described in point “a.i.” above.

iv. Students who receive a non-passing grade (below 2.7) in a third didactic course, regardless of whether the course is offered in the SPHSC department or outside, which quarter the course is failed, or when previous courses were failed, will be automatically dropped from the program. No opportunity to retake a third course will be given.

b. A grade of "no credit" in any clinical practicum is considered unsatisfactory performance. Practicum courses are graded on a CR/NC basis. Credit is obtained if performance is satisfactory (which would reflect a grade of 2.7 or better). Students must also have a minimum of 10 clock hours during a quarter to receive credit for a practicum experience. However, the attainment of the minimum number of hours will not be viewed as sufficient evidence of successful completion of a practicum.

i. Students who receive a grade of "no credit" in any clinical practicum, regardless of whether the practicum is offered in the SPHSC clinic or via an offsite placement, must retake that practicum the next time SPHSC faculty can reasonably arrange for the practicum.

Students must receive a passing grade for all practicum courses required by the Department for the advanced degree.

Students must satisfactorily complete all practicum courses attempted prior to registration for their full-time internship. In addition, any practica required by a specific internship setting (including student teaching) must be satisfactorily completed before that assignment is begun.

Students will have only one opportunity to retake a failed/unsatisfactory practicum and will be scheduled on a “space available” basis. Due to scheduling constraints it might not be possible for the practicum to be immediately retaken the following quarter.

In cases where an offsite practicum is failed, students may be required to retake the practicum at the same offsite location or at a new location that meets the same educational goals as the original location.

Students must receive a passing grade/credit for practicum courses in order for the clinical clock hours to count toward ASHA certification.

Students who fail the same practicum twice (i.e., do not receive a passing grade of “credit” on the retake of the practicum) may be recommended for dismissal by the Graduate School for reasons of unsatisfactory progress and may be automatically dropped from the program.

As with didactic courses, upon receipt of a non-passing/no-credit grade for clinical practicum the faculty will recommend to the Graduate Program Coordinator and Graduate School that the student be placed on “probation” during the next quarter in which the student enrolls.
Students will not be allowed to enroll in any further clinical practica for which the failed practicum is a prerequisite. Note that because instructor approval is required for enrollment in all clinical practica, a grade of "no credit" may result in a student not receiving approval to enroll in additional practica, regardless of the student's original practica tracking and regardless of the disorder areas addressed in the additional practica.

Note that failure of one or more clinical practica may result in a delay of graduation of up to one year or more.

ii. Students who receive a grade of "no credit" in a second clinical practicum, regardless of whether the practicum is offered in the SPHSC clinic or via an offsite placement, which quarter the practicum is failed or when previous practica were failed must retake that practicum and receive a passing grade of "credit" as per the guidelines described in point 2a above.

iii. Students who receive a grade of "no credit" in a third clinical practicum, regardless of whether the practicum is offered in the SPHSC clinic or via an offsite placement, which quarter the practicum is failed or when previous practica were failed, will be dropped from the program. No opportunity to retake a third clinical practicum will be given.

c. Any student who receives three non-passing grades of any type (didactic, clinical practicum or a combination of both) can be automatically dropped from the program. No opportunity to retake a third course or practicum will be given.

iii. **SATISFACTORY DEMONSTRATION OF ESSENTIAL BEHAVIORS:** All students admitted to a Speech and Hearing Sciences graduate program are required to read and sign the document entitled “Essential Requirements of Speech and Hearing Science Education” indicating his/her ability to meet the standards of our program, with or without accommodations. These essential behaviors amplify the requirements found in the *University of Washington student Conduct Code*.

Once enrolled, students must abide by these Speech and Hearing Sciences specifications for essential behaviors and abilities for continuation and graduation in their respective graduate programs. Satisfactory progress and retention decisions are based not only on satisfactory scholarship and academic achievement but on these other behaviors and abilities that students must demonstrate in order to complete the essential functions of the program. The behaviors and skills encompass the following areas:

- i. Communication Skills
- ii. Motor Skills
- iii. Intellectual / Cognitive Skills
- iv. Sensory / Observational Skills
- v. Behavioral / Social Skills

**Reasonable Accommodation for Disabilities**
The University of Washington and the Department of Speech and Hearing Sciences are committed to ensuring that otherwise qualified students with disabilities are provided with access, equal opportunity, and reasonable accommodation in its services, programs, activities, education, and employment.

The Disability Resources for Students Office (DRS) is the contact point for students with permanent or temporary disabilities interested in requesting reasonable accommodations due to the effects of a
disability. DRS establishes a student’s eligibility for disability accommodations and works collaboratively with faculty and staff to coordinate and implement these accommodations. DRS is a resource for students, faculty, and staff regarding the provision of equal access for students with disabilities in all aspects of campus life. DRS provides knowledgeable guidance and consultation and is a resource for publications on disability-related subject matter.

Students who believe they have a disability, for which they wish to request reasonable accommodations, should contact DRS to start the process for documenting their disability and determining eligibility for services prior to the start of their academic program where possible. While this process can be started at any time, reasonable accommodations may not be implemented retroactively, so the timeliness in requesting accommodations is very important. The University has policies regarding the type of documentation required in order to verify different disabilities and a process for requesting accommodations.

For questions or to learn more about the process for establishing services please contact the DRS office directly:

Disability Resources for Students (Seattle)
011 Mary Gates – Box 352808
Seattle, WA 98195-5839
206- 543-8924 (Voice)
206- 543-8925 (TTY)
206- 616-8379 (FAX)
uwdrs@u.washington.edu (email)
drstest@uw.edu (testing center email)
http://www.disability.uw.edu (website)

Equitable Treatment
The University of Washington affirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam era veteran. This policy applies to all programs and facilities, including but not limited to, admissions, educational programs, employment, and patient and hospital services.


Coordination of the compliance efforts of the University of Washington with respect to all of these laws and regulations is under the direction of the Assistant Provost for Equal Opportunity, Dr. Helen Remick, Equal Opportunity Office, Box 354560, 4045 Brooklyn Ave. N.E., University of Washington, Seattle, Washington 98195-6261, telephone (206) 685-3263/V or 543-6452/TTY or email eoo@uw.edu.

The University’s Non-discrimination and Affirmative Action policy is located at: http://www.washington.edu/admin/rules/policies/PO/EO31.html

B. Review and Evaluation of Student Progress
Each member of the faculty who supervises a student's work is responsible for evaluating the student at
appropriate times in a manner dependent on the nature of the experience: (1) by formal grading for registered courses, (2) by written, narrative descriptions of strengths and weaknesses, which are shown to the student and then transmitted to the student's academic advisor for review and filing, and (3) by informal, oral communication between student and faculty member at various times.

Students whose cumulative or quarterly grade point average falls below a 3.0 are automatically reviewed quarterly by the Graduate Program Coordinator (GPC) and the speech-language pathology Interest Area. If action is recommended because of unsatisfactory grades or performance, the student will be informed by the GPC of faculty expectations and the timetable for correction of deficiencies.

Master’s level students are also reviewed quarterly by faculty in the speech-language pathology Interest Area. The review of students allows faculty to evaluate student progress. This review is meant to go beyond a discussion of grades. The intent is to provide an early appraisal of student performance.

Each student will be assigned, by default, one progress value point during the review. A ‘1’ progress point represents satisfactory progress and is an expression of no concern by the faculty; a ‘0’ progress point represents unsatisfactory progress and is an expression of concern by the faculty.

What should constitute a concern? Graduate School Memorandum #16, Unsatisfactory Performance and Progress suggests any instance in which a “graduate student’s performance, progress, or promise of completing his/her graduate program is unsatisfactory…” The memo acknowledges the importance of grades in judging the potential for successful completion of the graduate program; however, it urges a wider view by indicating that “…performance and progress in all other significant ways should be appraised.” If concerns are raised about a student's progress (‘0’ progress point assigned), the nature of the concern will be shared with the student by the GPC, the SLP Graduate Student Program Committee and the student's advisor. Action will be taken on an individual basis. A change in Graduate School status may or may not be recommended.

C. Changes in Graduate School Status:
When a determination has been made that performance or progress has been unsatisfactory, recommendations regarding changes in student status are forwarded to the Dean of the Graduate School, together with written documentation by the GPC. Recommendations for final probation and drop action based on low grade point average or unsatisfactory progress require written documentation. The Department may recommend one of five actions in such cases, using criteria adopted by the Graduate School in Memorandum #16, Unsatisfactory Performance and Progress:

1. No Action
Recommended for those students whose cumulative GPA is above 3.0 but whose most recent quarter's work is below 3.0, if the review has determined that this condition is not cause for immediate concern.

2. Warn
This status is initiated and documented by the graduate program, but is not reported to the Graduate School and does not appear on the student's transcript. The graduate program is expected to notify each student in writing and place any documentation in the student's file.
   1. Recommended for students whose cumulative GPA has dropped slightly below 3.0 (i.e. 2.99-2.95).
   2. Recommended for students who have failed to meet expectations for performance and progress as determined by the graduate program.
3. Probation
A graduate program may recommend numerous quarters of probation for a student, but the Graduate School recommends no more than three consecutive quarters (each quarter must be recommended separately). All students must be informed of the graduate program’s policy regarding the length of probationary periods.

1. Recommended for students who have not corrected the deficiency which caused the warn action within the time limit specified by the graduate program.
2. Recommended for students who depart suddenly and substantially from scholarly achievement (e.g., failure of a course or practicum) as defined by the graduate program. A previous warn recommendation is not necessary.

4. Final Probation
After at least one quarter of probation, a graduate program may recommend final probation. Final probation may only be recommended for one quarter, though the Graduate School will consider one additional quarter in extenuating circumstances. A graduate program must recommend one quarter of final probation before recommending a student be dropped from the program. Exceptions to this policy will be considered by the Graduate School in extenuating circumstances.

1. Recommended for students who have not corrected the condition(s) that caused the probation recommendation within the time limit specified by the graduate program.
2. Recommended for students who may have corrected previous probation conditions but failed additional performance requirements and did not progress toward completion of the graduate program.

5. Drop
A graduate program may recommend a student be dropped from their program after one quarter of final probation. Exceptions to this policy will be considered by the Graduate School only in extenuating circumstances. If the Graduate School accepts a drop recommendation, the Registrar is notified by the Graduate School and the student is immediately removed from the graduate program.

1. This is the final action to be recommended for students who have not corrected the condition(s) that caused the final probation recommendation within the time limit specified by the graduate program.

Appeals
Students may appeal these recommendations directly to the department’s Graduate Program Coordinator and Chair. Appeals beyond this point must follow the process outlined in the Graduate School Memorandum #33, Academic Grievance Procedure.

Doctor of Audiology Degree Program Students

A. Expected Performance
All graduate students are expected to maintain satisfactory progress during the completion of their approved program of study in order to be recommended for a degree and/or for the ASHA Certificate of Clinical Competence. Any student failing to maintain satisfactory progress in any of the areas outlined below will be automatically reviewed by the faculty in the student’s interest area and may have a change-in-status action taken by the Graduate School Dean.

The three major criteria for maintaining satisfactory progress are as follows:

i. **Satisfactory Scholarship:** Maintenance of a minimum cumulative grade point average of B (3.0) in all courses numbered 400 and above. Note that grades below 1.7 are recorded as 0.0 and that
a 2.7 or better is required in all 500-level or above for courses counted towards degree requirements.

A cumulative GPA of 3.00 or above is required to receive a degree from the Graduate School. A graduate student's GPA is calculated entirely on the basis of numeric grades in 400- and 500-level courses. The grades of S, NS, CR, NC, and N are excluded, as are all grades in courses numbered 600, 601, 700, 750, 800, and 801 and in courses at the 100, 200, and 300 levels. See Memorandum #19, Grading System for Graduate Students.

Failure to maintain a 3.00 GPA, either cumulative or for a given quarter, is considered unsatisfactory performance or “low scholarship” and may lead to a change-in-status action by the Graduate School. Please refer to the Graduate School scholarship web page and Memorandum #16, Unsatisfactory Performance and Progress for additional information.

i. During the first quarter in which a student's cumulative or quarterly GPA falls below a 3.0 the student will be placed on warn or probation. In subsequent quarters, students must maintain a quarterly GPA of 3.0 or higher until their cumulative GPA rises to 3.0 or higher.

ii. During the second quarter in which a student's cumulative or quarterly GPA falls below a 3.0, the student will be placed on probation or final probation. In subsequent quarters, students must maintain a quarterly GPA of 3.0 or higher until their cumulative GPA rises to 3.0 or higher.

iii. After the third quarter in which a student's cumulative or quarterly GPA falls below a 3.0, the student will be dropped from the program.

ii. SATISFACTORY PROGRESS TOWARD DEGREE COMPLETION: Maintenance of performance and progress which is satisfactory to the faculty in terms of:

iv. Academic performance – students will demonstrate in their written, oral and clinical work the ability to analyze and conceptualize clear and concise ideas and synthesize, organize, apply and evaluate information.

v. Attendance and participation in coursework – students will consistently attend classes and participate in course activities, including collaborative efforts as applicable.

vi. Upholding professional standards – students will demonstrate academic and professional integrity at all times.

Satisfactory performance and progress encompasses coursework and seminars, clinical and teaching practica (whether graded or ungraded), progress and achievement for students involved in research, and demonstration of other skills and behavior normally expected of students working toward academic and training goals in the speech and hearing sciences.

The following items amplify the meaning of "satisfactory” performance with respect to registration in both didactic and clinical practicum courses at the graduate level. Failure to maintain satisfactory performance and progress toward a degree may result in a change-in-status action by the Graduate School:

a. In required didactic courses students must earn a grade of at least 2.7. A grade below a 2.7 is considered unsatisfactory performance.
i. Students who receive a grade below a 2.7 in any didactic course that is offered in the SPHSC department (regardless of whether it is a required or elective course) must retake that course. A required course must be taken the next quarter it is offered. Alternative arrangements to fulfill course requirements are at the discretion of the instructor/faculty member. See item “ii” below for more information on retaking elective courses.

Students must receive a passing grade for all didactic courses required by the Department for the advanced degree.

Students will have only one opportunity to retake the same course. Students who do not receive a passing grade of 2.7 or higher on the retake of the course may be recommended for dismissal by the Graduate School for reasons of unsatisfactory progress and may be dropped from the program.

Upon receipt of a non-passing grade (below 2.7), the faculty will recommend to the Graduate Program Coordinator and Graduate School that the student be placed on “probation” during the next quarter in which the student enrolls.

The student will not be allowed to enroll in any further didactic courses or clinical practica for which the failed course is a prerequisite. Note that failure of one or more didactic courses may result in a delay of graduation.

Because most graduate courses are offered only once a year, in some circumstances the student may wish to take a voluntary leave until the failed course is offered again if alternative arrangements are not possible. This decision should be made in consultation with the SLP Graduate Student Progress Committee and the SPHSC department’s Graduate Program Coordinator. Students should familiarize themselves with Memorandum #9, On Leave Policy to Maintain Graduate Student Status which outlines the graduate policy for “on-leave status” eligibility.

ii. Students who receive a grade below a 2.7 in any didactic course that is taken as an out-of-department elective are not required to retake the same failed course. The student can meet the out-of-departmental elective requirements by satisfactorily completing a different course. The student can re-take or take a new elective in any quarter they determine is most appropriate.

As outlined in section “a.i.” above, the faculty will recommend the student be placed on probation upon receipt of a non-passing grade.

iii. Students who receive a non-passing grade (below 2.7) in a second didactic course, regardless of whether the course is offered in the SPHSC department or outside, which quarter the course is failed, or when previous courses were failed, must retake that course (or a substitute course in the instance of a failed elective) and receive a passing grade as per the guidelines described in point “a.i.” above.

iv. Students who receive a non-passing grade (below 2.7) in a third didactic course, regardless of whether the course is offered in the SPHSC department or outside, which quarter the course is failed, or when previous courses were failed, will be automatically dropped from the program. No opportunity to retake a third course will be given.
b. Practicum courses are graded on a CR/NC basis. In required **clinical practicum** courses students must earn a grade of “credit”. Credit is obtained if performance is satisfactory (which would reflect a grade of 2.7 or better). Students must also have a minimum of 10 clock hours during a quarter to receive credit for a practicum experience. However, the attainment of the minimum number of hours will not be viewed as sufficient evidence of successful completion of a practicum.

i. Students who receive a grade of "no credit" in any clinical practicum, regardless of whether the practicum is offered in the SPHSC clinic or via an offsite placement, must retake that practicum the next time SPHSC faculty can reasonably arrange for the practicum.

Students must receive a passing grade for all practicum courses required by the Department for the advanced degree.

Students must satisfactorily complete all practicum courses attempted prior to registration for their full-time internship. In addition, any practica required by a specific internship setting (including student teaching) must be satisfactorily completed before that assignment is begun.

Students will have only one opportunity to retake a failed/unsatisfactory practicum and will be scheduled on a “space available” basis. Due to scheduling constraints it might not be possible for the practicum to be immediately retaken the following quarter.

In cases where an offsite practicum is failed, students may be required to retake the practicum at the same offsite location or at a new location that meets the same educational goals as the original location.

Students must receive a passing grade/credit for practicum courses in order for the clinical clock hours to count toward ASHA certification.

Students who fail the same practicum twice (i.e., do not receive a passing grade of “credit” on the retake of the practicum) may be recommended for dismissal by the Graduate School for reasons of unsatisfactory progress and may be automatically dropped from the program.

As with didactic courses, upon receipt of a non-passing/no-credit grade for clinical practicum the faculty will recommend to the Graduate Program Coordinator and Graduate School that the student be placed on “probation” during the next quarter in which the student enrolls.

Students will not be allowed to enroll in any further clinical practica for which the failed practicum is a prerequisite. Note that because instructor approval is required for enrollment in all clinical practica, a grade of "no credit" may result in a student not receiving approval to enroll in additional practica, regardless of the student's original practica tracking and regardless of the disorder areas addressed in the additional practica.

Note that failure of one or more clinical practica may result in a delay of graduation of up to one year or more.

ii. Students who receive a grade of "no credit" in a second clinical practicum, regardless of whether the practicum is offered in the SPHSC clinic or via an offsite placement, which
quarter the practicum is failed or when previous practica were failed must retake that practicum and receive a passing grade of "credit" as per the guidelines described in point 2a above.

iii. Students who receive a grade of "no credit" in a third clinical practicum, regardless of whether the practicum is offered in the SPHSC clinic or via an offsite placement, which quarter the practicum is failed or when previous practica were failed, will be dropped from the program. No opportunity to retake a third clinical practicum will be given.

c. In required **research courses** students must earn a grade of “pass” or “4.0”.

d. Any student who receives three non-passing course grades of any type (didactic, research, clinical practicum, or a combination) can be automatically dropped from the program. No opportunity to retake a third course will be given.

e. The only exceptions to this policy are related to SPHSC 570 Assessment of Auditory Function I and 571 Assessment of Auditory Function II. These courses serve as the Years One and Two Clinical Comprehensive exams, respectively. Students are unable to retake these courses if a non-passing grade is earned. Within these courses, students can retake the required lab practical exams if non-passing grades are earned. However, any student who fails to earn a passing grade on a second retake of an exam or earns a non-passing grade in these courses can be dismissed from the program (see item f).

f. In required **comprehensive exams** students must earn a grade of “pass”. Students are required to complete two clinical comprehensive exams during years one and two, and one written comprehensive exam during year three.

   i. Students earning a non-passing grade on either of the Clinical Comprehensive Exams will have the opportunity to re-take it. If a student fails on the exam a second time, the student can be dismissed from the program.

   ii. The clinical comprehensive exams must be passed in order to progress through the degree program and participate in second and third year clinical rotations.

   iii. Students earning a non-passing grade on the Written Comprehensive Exam are allowed to retake the exam one time. If a passing grade on the exam is not earned the second time, the student can be dismissed from the program.

iii. **SATISFACTORY DEMONSTRATION OF ESSENTIAL BEHAVIORS:** All students admitted to a Speech and Hearing Sciences graduate program are required to read and sign the document entitled "**Essential Requirements of Speech and Hearing Science Education**" indicating his/her ability to meet the standards of our program, with or without accommodations. These essential behaviors amplify the requirements found in the **University of Washington student Conduct Code**.

Once enrolled, students must abide by these Speech and Hearing Sciences specifications for essential behaviors and abilities for continuation and graduation in their respective graduate programs. Satisfactory progress and retention decisions are based not only on satisfactory scholarship and academic achievement but on these other behaviors and abilities that students must demonstrate in order to complete the essential functions of the program. The behaviors and skills encompass the following areas:

   i. Communication Skills

   ii. Motor Skills

   iii. Intellectual / Cognitive Skills
iv. Sensory / Observational Skills
v. Behavioral / Social Skills

Reasonable Accommodation for Disabilities
The University of Washington and the Department of Speech and Hearing Sciences are committed to ensuring that otherwise qualified students with disabilities are provided with access, equal opportunity, and reasonable accommodation in its services, programs, activities, education, and employment.

The Disability Resources for Students Office (DRS) is the contact point for students with permanent or temporary disabilities interested in requesting reasonable accommodations due to the effects of a disability. DRS establishes a student’s eligibility for disability accommodations and works collaboratively with faculty and staff to coordinate and implement these accommodations. DRS is a resource for students, faculty, and staff regarding the provision of equal access for students with disabilities in all aspects of campus life. DRS provides knowledgeable guidance and consultation and is a resource for publications on disability-related subject matter.

Students who believe they have a disability, for which they wish to request reasonable accommodations, should contact DRS to start the process for documenting their disability and determining eligibility for services prior to the start of their academic program where possible. While this process can be started at any time, reasonable accommodations may not be implemented retroactively, so the timeliness in requesting accommodations is very important. The University has policies regarding the type of documentation required in order to verify different disabilities and a process for requesting accommodations.

For questions or to learn more about the process for establishing services please contact the DRS office directly:

Disability Resources for Students (Seattle)
011 Mary Gates – Box 352808
Seattle, WA 98195-5839
206-543-8924 (Voice)
206-543-8925 (TTY)
206-616-8379 (FAX)
uwdrs@u.washington.edu (email)
drstest@uw.edu (testing center email)
http://www.disability.uw.edu (website)

Equitable Treatment
The University of Washington affirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam era veteran. This policy applies to all programs and facilities, including but not limited to, admissions, educational programs, employment, and patient and hospital services.

Coordination of the compliance efforts of the University of Washington with respect to all of these laws and regulations is under the direction of the Assistant Provost for Equal Opportunity, Dr. Helen Remick, Equal Opportunity Office, Box 354560, 4045 Brooklyn Ave. N.E., University of Washington, Seattle, Washington 98195-6261, telephone (206) 685-3263/V or 543-6452/TTY or email eoo@uw.edu.

The University’s Non-discrimination and Affirmative Action policy is located at: http://www.washington.edu/admin/rules/policies/PO/EO31.html

B. Review and Evaluation of Student Progress
Each member of the faculty who supervises a student's work is responsible for evaluating the student at appropriate times in a manner dependent on the nature of the experience: (1) by formal grading for registered courses, (2) by written, narrative descriptions of strengths and weaknesses, which are shown to the student and then transmitted to the student's academic advisor for review and filing, and (3) by informal, oral communication between student and faculty member at various times.

Students whose cumulative or quarterly grade point average falls below a 3.0 are automatically reviewed quarterly by the Graduate Program Coordinator (GPC) and the audiology Interest Area. If action is recommended because of unsatisfactory grades or performance, the student will be informed by the GPC of faculty expectations and the timetable for correction of deficiencies.

Au.D. students are also reviewed quarterly by faculty in the audiology Interest Area. The review of students allows faculty to evaluate student progress. This review is meant to go beyond a discussion of grades. The intent is to provide an early appraisal of student performance.

Each student will be assigned, by default, one progress value point during the review. A ‘1’ progress point represents satisfactory progress and is an expression of no concern by the faculty; a ‘0’ progress point represents unsatisfactory progress and is an expression of concern by the faculty.

What should constitute a concern? Graduate School Memorandum #16, Unsatisfactory Performance and Progress suggests any instance in which a “graduate student’s performance, progress, or promise of completing his/her graduate program is unsatisfactory…” The memo acknowledges the importance of grades in judging the potential for successful completion of the graduate program; however, it urges a wider view by indicating that “…performance and progress in all other significant ways should be appraised.” If concerns are raised about a student's progress (‘0’ progress point assigned), the nature of the concern will be shared with the student by the GPC, the SLP Graduate Student Program Committee and the student's advisor. Action will be taken on an individual basis. A change in Graduate School status may or may not be recommended.

C. Changes in Graduate School Status:
When a determination has been made that performance or progress has been unsatisfactory, recommendations regarding changes in student status are forwarded to the Dean of the Graduate School, together with written documentation by the GPC. Recommendations for final probation and drop action based on low grade point average or unsatisfactory progress require written documentation. The Department may recommend one of five actions in such cases, using criteria adopted by the Graduate School in Memorandum #16, Unsatisfactory Performance and Progress:

1. No Action
Recommended for those students whose cumulative GPA is above 3.0 but whose most recent quarter's work is below 3.0, if the review has determined that this condition is not cause for immediate concern.
2. Warn
This status is initiated and documented by the graduate program, but is not reported to the Graduate School and does not appear on the student's transcript. The graduate program is expected to notify each student in writing and place any documentation in the student's file.
   3. Recommended for students whose cumulative GPA has dropped slightly below 3.0 (i.e. 2.99-2.95).
   4. Recommended for students who have failed to meet expectations for performance and progress as determined by the graduate program.

3. Probation
A graduate program may recommend numerous quarters of probation for a student, but the Graduate School recommends no more than three consecutive quarters (each quarter must be recommended separately). All students must be informed of the graduate program's policy regarding the length of probationary periods.
   3. Recommended for students who have not corrected the deficiency which caused the warn action within the time limit specified by the graduate program.
   4. Recommended for students who depart suddenly and substantially from scholarly achievement (e.g., failure of a course or practicum) as defined by the graduate program. A previous warn recommendation is not necessary.

4. Final Probation
After at least one quarter of probation, a graduate program may recommend final probation. Final probation may only be recommended for one quarter, though the Graduate School will consider one additional quarter in extenuating circumstances. A graduate program must recommend one quarter of final probation before recommending a student be dropped from the program. Exceptions to this policy will be considered by the Graduate School in extenuating circumstances.
   3. Recommended for students who have not corrected the condition(s) that caused the probation recommendation within the time limit specified by the graduate program.
   4. Recommended for students who may have corrected previous probation conditions but failed additional performance requirements and did not progress toward completion of the graduate program.

5. Drop
A graduate program may recommend a student be dropped from their program after one quarter of final probation. Exceptions to this policy will be considered by the Graduate School only in extenuating circumstances. If the Graduate School accepts a drop recommendation, the Registrar is notified by the Graduate School and the student is immediately removed from the graduate program.
   2. This is the final action to be recommended for students who have not corrected the condition(s) that caused the final probation recommendation within the time limit specified by the graduate program.

Appeals
Students may appeal these recommendations directly to the department’s Graduate Program Coordinator and Chair. Appeals beyond this point must follow the process outlined in the Graduate School Memorandum #33, Academic Grievance Procedure.

Doctoral Degree Program Students (Ph.D.)

A. Expected Performance
All graduate students are expected to maintain satisfactory progress during the completion of their approved program of study in order to be recommended for a degree and/or for the ASHA Certificate of Clinical Competence (if appropriate to the student's program). Major criteria are as follows:

i. Maintenance of a minimum cumulative grade point average of B (3.0) in all courses numbered 400 and above. Note that grades below 1.7 are recorded as 0.0 and that a 2.7 or better is required in all 500-level or above for courses counted towards degree requirements.

ii. Maintenance of performance and progress which is satisfactory to the faculty in (a) coursework and seminars, (b) clinical and teaching practica, whether graded or ungraded, (c) research capability, progress and achievement for students in a research oriented program, and (d) demonstration of other skills and behavior normally expected of students working toward academic and training goals in the speech and hearing sciences.

iii. The following items amplify the meaning of "satisfactory performance" with respect to registration in clinical practicum courses at the graduate level:

   a. All courses prerequisite to registration in a specific practicum course must be completed with a grade of 2.7 or better before the practicum course may be taken. Courses in which a grade of less than 2.7 is received must be retaken.

   b. Practicum courses are graded on a CR/NC basis. Credit is obtained if performance is satisfactory (which would ordinarily be graded as a 2.7 or better).

   c. Students not receiving credit for a practicum course are reviewed by the faculty in the student's interest area, and may be placed on probationary status by the Graduate School Dean. Students not receiving credit twice for the same practicum may be recommended by the faculty for Graduate School dismissal for reasons of unsatisfactory progress. Students are allowed to retake unsatisfactory practica only once, and will be scheduled on a “space available” basis.

   d. Students must receive credit for practicum courses in order for the clock hours to count for ASHA certification.

   e. Students must receive credit for all practicum courses required by the Department for an advanced degree.

   f. Students must satisfactorily complete all practicum courses attempted prior to registration for SPHSC 601 (Internship). In addition, any practica required by a specific internship setting (including student teaching) must be satisfactorily completed before that assignment is begun.

   g. Students must have a minimum of 10 clock hours during a quarter to receive credit for a practicum experience. The attainment of the minimum number of hours will not be viewed as sufficient evidence of successful completion of a practicum.

B. Review and Evaluation of Student Progress

Each member of the faculty who supervises a student's work is responsible for evaluating the student at appropriate times in a manner dependent on the nature of the experience: (1) by formal grading for registered courses, (2) by written, narrative descriptions of strengths and weaknesses, which are shown to the student and then transmitted to the student's academic advisor for review and filing, and (3) by informal, oral communication between student and faculty member at various times. Students whose cumulative or quarterly grade point average falls below a 3.0 are automatically reviewed quarterly by the Graduate Program Coordinator and the Departmental Interest Area (Speech-Language Pathology or Audiology). If
action is recommended because of unsatisfactory grades or performance, the student will be informed by the GPC of faculty expectations and the timetable for correction of deficiencies.

Ph.D. students are reviewed annually, typically during Winter quarter. Progress in the program is evaluated at these meetings. The review of students is designed to allow faculty the opportunity to discuss how individual students are progressing through the program. This review is meant to go beyond a discussion of grades. The intent is to provide an early warning to students who may be having difficulty completing the program. In no sense should the review be construed as punitive nor is it intended as a reward mechanism.

C. Changes in Graduate School Status
When a determination has been made that performance or progress has been unsatisfactory, recommendations regarding changes in student status are forwarded to the Dean of the Graduate School, together with written documentation by the GPC. Recommendations for final probation and drop action based on low grade point average or unsatisfactory progress require written documentation. The Department may recommend one of five actions in such cases, using criteria adopted by the Graduate School in Memorandum #16, Unsatisfactory Performance and Progress:

1. **No Action**
   Recommended for those students whose cumulative GPA is above 3.0 but whose most recent quarter's work is below 3.0, if the review has determined that this condition is not cause for immediate concern.

2. **Warn**
   This status is initiated and documented by the graduate program, but is not reported to the Graduate School and does not appear on the student's transcript. The graduate program is expected to notify each student in writing and place any documentation in the student's file.
   - 5. Recommended for students whose cumulative GPA has dropped slightly below 3.0 (i.e. 2.99-2.95).
   - 6. Recommended for students who have failed to meet expectations for performance and progress as determined by the graduate program.

3. **Probation**
   A graduate program may recommend numerous quarters of probation for a student, but the Graduate School recommends no more than three consecutive quarters (each quarter must be recommended separately). All students must be informed of the graduate program's policy regarding the length of probationary periods.
   - 5. Recommended for students who have not corrected the deficiency which caused the warn action within the time limit specified by the graduate program.
   - 6. Recommended for students who depart suddenly and substantially from scholarly achievement (e.g., failure of a course or practicum) as defined by the graduate program. A previous warn recommendation is not necessary.

4. **Final Probation**
   After at least one quarter of probation, a graduate program may recommend final probation. Final probation may only be recommended for one quarter, though the Graduate School will consider one additional quarter in extenuating circumstances. A graduate program must recommend one quarter of final probation before recommending a student be dropped from the program. Exceptions to this policy will be considered by the Graduate School in extenuating circumstances.
   - 5. Recommended for students who have not corrected the condition(s) that caused the probation recommendation within the time limit specified by the graduate program.
6. Recommended for students who may have corrected previous probation conditions but failed additional performance requirements and did not progress toward completion of the graduate program.

5. Drop
A graduate program may recommend a student be dropped from their program after one quarter of final probation. Exceptions to this policy will be considered by the Graduate School only in extenuating circumstances. If the Graduate School accepts a drop recommendation, the Registrar is notified by the Graduate School and the student is immediately removed from the graduate program.

3. This is the final action to be recommended for students who have not corrected the condition(s) that caused the final probation recommendation within the time limit specified by the graduate program.

Appeals
Students may appeal these recommendations directly to the department’s Graduate Program Coordinator and Chair. Appeals beyond this point must follow the process outlined in the Graduate School Memorandum #33, Academic Grievance Procedure.

VII. Clinical Experiences

i. HIPAA (Health Insurance Portability and Accountability Act) Training/Compliance: UW Speech and Hearing Sciences’ policy is that all members of its workforce (including graduate clinicians) be trained to understand their responsibilities related to protecting the confidentiality of an individual’s health information. Each member of UW Speech and Hearing Sciences’ workforce will be trained in information privacy and confidentiality. Each time a material change is instituted in the policies or procedures pertaining to information privacy and confidentiality, UW Speech and Hearing Sciences entities will train each member of its workforce whose functions are affected by the change.

Prior to client contact (including access to client files), graduate students must successfully complete the requirements of HIPAA Compliance Training:

i. Each graduate student must be trained during orientation regarding protected health information (PHI):
   a. Essential information that all UW Speech and Hearing Sciences employees must know related to the access, use, and handling of PHI;
   b. All policies and procedures respecting PHI as it relates to department functions;
   c. All policies and procedures respecting PHI as is necessary to carry out job functions.

ii. Prior to or during orientation, the Clinic Director and clinic staff will instruct students with regards to completing the training.

B. Speech-Language Pathology: In accordance with current ASHA SLP Standards, there are no minimum clock hour requirements associated with any age group or disorder area. Students are required to have a minimum of 400 total supervised hours. These are comprised of: a minimum of 25 observations hours and 375 clinical clock hours (at least 325 of which must be accumulated during the graduate program). These are minimum numbers. Regardless of how many hours a student has accrued at any particular point in their program, the Department has outlined the set of clinical experiences in which every student is expected to participate. These are listed in the sections below. To provide optimal learning, continuity of service to our clients, and to maintain a sufficient pool of clients for clinical education, students will be asked occasionally to assume responsibility for additional clients.

C. Audiology: Students concentrating in Audiology are expected to meet ASHA certification requirements,
including completion of practicum experience that is equivalent to a minimum of 12 months (48 week) of full-
time, supervised experience. Students are required to have a minimum of 1,820 total supervised hours. In
addition, it is recommended that they receive reasonably balanced experiences in evaluation and management of
both children and adults. The emphasis for a particular student, of course, varies somewhat depending upon
his/her previous experience and educational goals.

D. Ph.D. students who wish to pursue clinical coursework (didactic and practica) towards completion of ASHA
certification must apply to the appropriate Interest Area (Audiology or Speech-Language Pathology) for
permission. Specific guidelines are provided in the Ph.D. Curriculum Guide
http://depts.washington.edu/sphsc/sitewide/pdfs/PhDreqs.pdf

E. Required Graduate Clinical Experiences: All practica are scheduled by the Practica Tracking Coordinators
for the CoreSLP and Au.D. students, and the Fieldwork Coordinator for the MedSLP students. All students
will enroll in each of the clinical experiences listed in their Degree Program Plans. All required clinical
experiences for the MS degree (CoreSLP and MedSLP) and the Au.D. must be successfully completed, (i.e.,
credit must be awarded), in order to graduate.

i. CoreSLP Program - tracking of initial practica (for Autumn and Winter of the first year) is
carried out during orientation week. Practica tracking will then be finalized at the end of Winter
Quarter of the 1st year and the student and the advisor will receive a summary of the student’s
practica plan. Any subsequent changes in tracking requested by a student may prolong the
student’s program.

The number of practica credits assigned will vary from person-to-person across quarters, but the
total number of practica assigned and required didactic course credits will never exceed 18 credits
per quarter. All students are required to take the practica to which they have been assigned.
Requests to change the practica schedule must be made no later than the last week of the quarter, 2
quarters PRIOR to the quarter for which the change is requested (e.g., if a change is requested for
Spring quarter, the request must be made no later than finals week Autumn quarter). Changes are
not always possible and in all likelihood, changes to the plan of study will result in extending the
individual’s program of study.

For the CoreSLP SLP Program, internship placements will be determined by the Fieldwork
Coordinators. All students are required to do their internship in the placement to which they have
been assigned. Students may be placed in public school internships or in SLP clinics in the
community. Students will register for and complete the pre-internship experience in the quarter
immediately preceding the internship. The pre-internship and internship sequence may occur in
either Winter & Spring or in Spring & Summer of the second year, to be determined by the
Fieldwork Coordinators. Students will complete an internship placement during one of the last
quarters of the CoreSLP program. Internship placements are generally 30-40 hours per week and
the student should not plan to take additional coursework during the internship quarter. (Students
completing theses should be aware that the internship will compete heavily for time they wish to
spend on their research). Internships are planned well in advance so that preliminary experiences
can prepare the student appropriately. The SPHSC Fieldwork Coordinators will guide the student
through this process.

Students planning to complete an internship in the public schools must enroll for a course on
Public School Speech-Language Pathology. This is required course in the CoreSLP program.

ii. MedSLP program - tracking for the initial practica (for Autumn and Winter of the first year) is
carried out during the summer prior to Autumn quarter. All practica follow a fixed progression
iii. **Audiology Program** - All students will enroll in each of the required practica. Students will complete multiple enrollments of some practica, the sequence of which can be found in the student’s Au.D. Program Plan. All community placements will be determined by the Fieldwork Coordinators. Students must successfully complete all assigned practica prior to enrollment in their full time externship (SPHSC 601A).

Au.D. students will complete full-time externship during the last year of their program and this externship begins in the Summer quarter prior to the fourth year of their program. These placements are planned well in advance and are typically competitive. Students are encouraged to seek sites outside the Seattle metropolitan area. All sites must have prior departmental approval through a formal agreement of affiliation. Students will meet with the Fieldwork Placement Coordinator to plan placements.

**F. Waiving of Practicum Requirements:** As a general policy, required practica will not be waived. Clock hours accrued elsewhere, either during a previous academic experience at another institution or a traineeship at this institution, will not serve in lieu of the Department's required practica; however they can be applied to ASHA requirement. Required practica have been designed to provide students with particular curricular experiences and to establish specific clinical competencies. Traineeships (e.g., paid position at the Seattle VA Medical Center) are viewed as enrichment experiences, and as such may extend a student's program. (Audiology students can apply their VA Traineeship to the internship experience.) This policy can be appealed in the event that a student and the student's faculty advisor believe a particular practicum enrollment may be considered for a waiver. The student must prepare a written description of the "in lieu of" experience and present it to the faculty person identified as being responsible for the required practicum. The latter's decision shall prevail.

**G. Policy on Dropping Practica Registrations:** Once a student is scheduled for a practicum course a commitment has been made toward fulfilling that experience. Further, the professional responsibility increases as the designated practicum quarter approaches. Those who coordinate the practicum depend upon the practicum lists when projecting client and supervisory needs.

The following procedure(s) must be followed if a student is to drop a practicum course:

i. The student must obtain written approval for the drop signed by his/her faculty advisor regardless of when the practicum is to be dropped.

ii. The student must make an appointment with the designated Speech-Language Pathology or Audiology practicum supervisor. The student should discuss the need to drop the practica and indicate that s/he intends to take the practica at a later time.

iii. The student must discuss re-tracking the dropped practica with the Practica Tracking Coordinator to determine the next available opportunity to take this practicum. It may mean that the entire graduate program plan of study will need to be adjusted.

iv. If the student fails or drops a didactic course that is a prerequisite for a given practica, it may mean that the entire graduate program plan of study will need to be adjusted. The student must inform the Practica Tracking Coordinator immediately that a course has been failed or dropped and that practica will need to be re-tracked.

**H. CR/NCR Policies and Procedures for Clinical Practica:**
i. **FOR ALL STUDENTS**

All practica are graded on a C/NC only basis. The UW grading policy states: “The standard for granting credit in credit/no credit … is the demonstration of competence in the material of the course to the instructor’s satisfaction.” Students receiving a NC must repeat that particular practicum successfully to receive credit. Clinical clock hours for ASHA certification will not count in a practicum with a grade of NC.

a. At the beginning of each term, supervisors and students should review the standard competencies for the particular practicum. Performance and progress on those competencies determine whether a student receives credit for the practicum. Experience level of a student needs to be taken into account when judging performance on competencies.

b. Midterm and final-term written evaluations should be held to discuss student progress. This should contain details about performance, particularly items relevant to concerns. This should be shared with the student and the student’s advisor.

ii. **FOR STUDENTS WHOSE PERFORMANCE IS OF CONCERN**

During the course of the quarter, a supervisor may determine that a student is not performing as expected on required competencies. Guidelines for identifying, evaluating, and supporting students who are performing less than adequately include:

a. Supervisors should identify, as early as possible, any practicum student whose performance is of concern. Problems identified by the supervisor should be shared with the student immediately.

b. The student should be notified that the Interest Area Head, the Director of Student Services, the student’s advisor, and the Graduate Program Coordinator (GPC) will also be alerted.

c. The supervisor should begin documenting a student’s weaknesses/problems as soon as possible. Specific, detailed notes should be kept by the supervisor and shared with the student.

d. A Plan of Improvement with specific goals should be developed with the student, with clear expectations for reaching these goals and receiving credit for the practicum experience. From midterm until the end of the quarter, the supervisor should keep detailed notes and the student should receive frequent, written feedback related to the Plan. The student of concern may be discussed at a Supervisors’ meeting for the purposes of gathering ideas about how to best improve performance. Credit/no credit for the experience will be given based on the student’s ability to reach the identified goals and required competencies.

e. Students of concern should be discussed as soon as possible within the Interest Area. He/she should be brought to the attention of the Interest Area. A “0” may be awarded in the progress point system even if a student eventually passes the practicum experience, but did not make independent and timely progress.

f. An Incomplete (I) should only be given if a student cannot complete a practicum due to illness or some other emergency or if there were unforeseen difficulties interfering with the student’s ability to successfully complete the experience. Students cannot decide to take an incomplete; it is up to the supervisor, often in consultation with other members of the faculty, to determine if it is appropriate to give an incomplete and what additional work is required to change an incomplete to a credit/no credit grade.
g. If at any time during this process a student has concerns about the supervisor’s evaluation, he/she should request an appointment with the Graduate Program Coordinator. A joint conference may be arranged with the GPC, supervisor, and student.

I. Policy Regarding Experiences in Non-University Settings: An internship (i.e., an extended practicum experience in a non-departmental setting) or an offsite practicum placement (i.e., second year off-site placements for MedSLP students) must be completed at the graduate level for those on the clinical track. Students entering into internship, externship, and clinical fellowship experiences in other than University facilities may satisfy academic and ASHA requirements in that setting only under the following circumstances:

i. That the clinical setting or facility has been previously approved by the Department as an acceptable site and an affiliation agreement between the Department and the site has been approved and is in place;

ii. That the clinical facility or setting has designated a person acceptable to the faculty who will supervise the student in a manner consistent with ASHA certification requirements and evaluate the student's work in specific clinical activity pertinent to the student's academic program; and

iii. That the student register for the experience and credit hours appropriate to the experience;

iv. SPHSC requirements are satisfied by the experience; and

v. That the student has completed and can provide written evidence of the following:

   a. Criminal background check
   b. Fingerprinting (typically required only for public school and birth-three placements)
   c. HIPAA training
   d. Bloodborne pathogens training and certification
   e. Hazardous waste training
   f. Adult and Child CPR training and certification
   g. Current immunizations
   h. Health insurance

J. Conducting research in the SPHSC Clinic: The SPHSC Speech and Hearing Clinic is primarily a facility for educating students by offering services to clients in the assessment and treatment of speech, language and hearing disorders. This facility, and practicum experiences, can and should also be used as a context for conducting clinical research. For all clients and students being considered for involvement in research of any type, supervisors should discuss the appropriateness of this opportunity.

Since the primary purpose of the Clinic is for educational and service purposes, guidelines for research implementation are required. The guidelines are as follows:

i. Data may be collected via typical clinical services through practicum if the client and the student clinician are conducting “business as usual.” These data might be used to explore the feasibility of a research question. The needs of the client and student completely guide the services that are being administered. Data collection corresponds to the kinds of data collection that would occur in the typical clinical setting for ongoing clinical decision making (i.e., that would occur normally). The Clinic Consent Form will cover this type of data collection. Contact Human Subjects to confirm that the purpose and methods of research falls into the ‘exempt’ status. This is a link to Human Subjects Frequently Asked Questions page: http://www.washington.edu/research/hsd/faq.html.

ii. Data collection that reflects a set research protocol, and that begins to deviate from the typical clinical
services, requires different procedures. The UW Human Subjects Office must approve the research protocol/procedures and consent forms. No client will be enrolled in clinical research without informed consent. In all cases where clinic space is to be used the principle investigator must obtain permission from the clinical director and/or the department chair. In addition, student clinicians participating in this type of research must be invited and have agreed to participate. They may be enrolled in an advanced clinical practicum experience or a SPHSC 599 Independent Study. The defining feature of this type of research is that although the research protocol drives some clinical decisions and clinical services, the services are still being delivered within the boundaries of the Speech and Hearing Clinic operations. The treatment is a treatment choice for the client, and most scheduling matches normal clinic operations. Client and clinician needs are respected, but the research protocol may at times take priority (with no risk or adverse effects to client or clinician). (For example, sessions may be lengthened, or an additional session may be scheduled each week so that extra probe data may be collected.) Since the research is being conducted within the boundaries of the Clinic Operations, fees for services may still be collected (part of Human Subjects review). Discussions among the researcher, supervisor, Clinic Director and students will be conducted to determine the fee structure (e.g., fees may be waived for the extra probe sessions).

iii. Research that is experimental or not considered standard treatment should be considered beyond the SPHSC practicum experience, and therefore, conducted outside of clinical practice. In this case, client and student involvement occurs outside of practicum operations. In all cases where clinic space is to be used the principle investigator must obtain permission from the clinical director and/or the department chair. The researcher must have research protocol/procedures and consent forms approved by the UW Human Subjects Office. No client will be enrolled in this type of research without informed consent. In addition, student clinicians participating in this type of research must be invited and agreed to participate. They must be enrolled in a SPHSC 599 Independent Study. The defining feature of this type of research is that the research protocol drives clinical decisions and clinical services, and the implementation does not fit within standard clinic/practicum operations. Potential benefit to the client may be uncertain. In such circumstances, fees for services may not be collected. An example of this type of research would be implementing a treatment paradigm that is experimental or not typically recommended, or having an individual participate in a treatment that involves clinical sessions that do not correspond to the University of Washington calendar.

VIII. Computer Use

A. General Requirements: As it is difficult to make use of computer technology unless a standard is maintained, the following is expected. Each student MUST:

i. Establish a UWNetID account and password, and use the e-mail account provided by the University of Washington. All university related communication will be sent to this e-mail account. Third-party e-mail accounts will not be used to communicate with the student nor will we provide hard-copy notices to those without UW e-mail accounts in lieu of e-mail notices. To establish a UW account students may go to any campus computer and connect to the following web site: http://www.washington.edu/computing/uwnetid.

ii. Know how to use an e-mail program; the University of Washington’s web-based email system is automatically set-up for students and is preferred.

iii. For sharing word processing files, use a version of Microsoft Word that will read and write files in Word format. Microsoft Word is the current Department standard for interchange of document files.

iv. For technical support regarding UWNetID passwords, email, or home computers, please email UW
B. Transfer of Clinic Documents: Students need to take exceptional care when transmitting client information via email and/or attached records. The following policies are in place and are reviewed in the Clinic Manual:

i. The student must only use his/hers UW email account to exchange information regarding clients or subjects.

ii. If it is necessary to identify a client in an email, use INITIALS ONLY. The student can identify the supervisor, the day of the appointment, the unit, but must not use the client’s first and/or last name in email communication.

iii. If the student communicates directly with a client or client’s family/guardian via email, the UW email account should be used. The student MUST NOT use personal email (i.e., AOL, Yahoo, etc.).

iv. If client documents (i.e., evaluation report, Final Case Summary, cover letter, etc.) are begin sent back and forth via email for Student/Supervisor editing or review, the documents must be “password protected” and must have PHI (Protected Health Information) deleted until the final printing.

v. Failure to comply with these procedures will result in disciplinary action.

C. SharePoint: Students must know how to access/use the Department’s intranet site: https://www.sphsc.net.

D. Privacy Agreement: The student must agree to and sign the UW Medicine Privacy, Confidentiality, and Information Security Agreement form (available in orientation packets, or from here using an on-campus computer: http://depts.washington.edu/sphsc/academicprograms/new-graduate-students/_general_docs/UW_Medicine_HIPAA_Privacy_Agreement.pdf.

E. Campus Computer Labs: The University has extensive computing facilities available to all students. The closest general purpose campus facility is on the mezzanine at Odegaard Undergraduate Library, just a two block walk from the Clinic. Students should check out the facility. There is a web site that shows all campus computing facilities with general access workstations: http://www.washington.edu/computing/compmap.html.

F. Department Computing:

i. General Access Computers: There are several "standup" kiosk workstations available on two floors near the elevator in Eagleson Hall. Use these computers for quick e-mail checks and quick use of the Web. These computers require no registration or passwords, so please use them to get started and to access the web sites in this guide.

ii. Accounts and Access Policies: Most of our Department computers require a username and password to access. The majority require the activation of a Departmental Windows account based on their UWNetID. Because our computers may contain confidential patient information, our security policies require students to agree to UW Medicine privacy and security rules before using computers in the Department. Students can learn more and instantly set-up their Department Windows accounts by using one of the general access computers in Eagleson Hall. Please note that the Windows account setup process will not work from most other computers for security reasons.

iii. Student Computer Lab (SCL): Located at the front of the clinic. A Department Windows account is required to log on (see above). To print, a minimum of $5 must be paid in advance to the clinic front desk (deposit forms with instructions are located near the printers in the lab). Charges for printing are
periodically adjusted to reflect the actual costs of paper, toner, and maintenance. Note that the lab may occasionally be closed for a class or other event; signs will usually be posted on the lab doors in advance. When the lab is closed, students may wish to use other labs on campus.

iv. Student Laptop Computers and Projection units: Located in the clinic front office and can be reserved for on or off campus use. Reservations must be made through Sphintra. Student volunteers are in charge of these laptops and their checkout policies. The student volunteer contact information is usually posted on the white board in the computer lab.

v. Student Research Lab (SRL): Located in Eagleson Hall. A Department Windows account is required to log on (see above). This lab is to be used for research purposes only. Students should first talk to their faculty supervisors if they wish to use this facility.

IX. **Laboratory Fees**

A. The Department of Speech and Hearing Sciences is authorized by the University to implement laboratory course fees at the rate of $50 per student registration for a limited number of SPHSC courses at the 100, 200, 300, 400, and 500 level. SPHSC courses with laboratory fee notations can be found in the UW Time schedule.

B. A Lab Fee is billed and collected in the same process as regular tuition, with the same consequences for non-payment. Any financial aid a student is receiving will apply to the Lab Fee. If a course is dropped by the end of the first week of the quarter, the Lab Fee will be automatically cancelled from the student's account. If a course with a Lab Fee is dropped after the first week, the Lab Fee must be petitioned within the department to be cancelled. Lab Fee cancellations will be considered for special circumstance. A Lab Fee Cancellation petition form is available from the GPA's office. Lab Fees cannot be cancelled after the end of the academic quarter.

X. **Immunization Policy**

A. All SPHSC graduate students are required to be current in their immunization status for: Measles, Mumps, Rubella, Polio, Hepatitis B, Tetanus-Diphtheria, Tuberculosis and Varicella (chicken pox).

B. Upon entering the department's graduate program, graduate students must participate in the University of Washington’s Health Sciences Immunization Program (HSIP). There is a provision to submit a signed waiver if a student has medical contraindications or philosophical objections regarding specific immunizations. However, the UW and Department's immunization policy is designed to protect the student's health, protect the individuals we serve in research and clinical activities, and to prevent institutional outbreaks of these contagious diseases. In addition, the immunization policy places students in compliance with Federal and State guidelines followed by our community affiliations. Non-compliance with this Immunization Policy or a waiver for specific immunizations may affect a student's ability to participate in clinical and research activities offered through the department.

XI. **CPR (Cardio-Pulmonary Resuscitation) & Bloodborne Pathogens Training**

All SPHSC graduate students are required to have current CPR and Bloodborne pathogens certification. Graduate students must provide either "written proof" of this certification being current, or must obtain this certification through their own means. Costs for this training are at the expense of the individual student and must be completed by the end of the first quarter of graduate study.

XII. **Students Receiving Stipend Support**
A. Some graduate students receive financial aid as funds are available through grants and University support. These grants are designed to aid full-time students who maintain evidence of high scholarship, and exceptional proficiency in clinical, teaching or research activities. Students receiving financial support accept a special responsibility to meet the requirements designated by their award along with the requirements stipulated by the Department and the University.

B. All initial appointments to traineeships, fellowships and assistantships are subject to periodic review of progress throughout the course of an appointee's studies. This review is usually carried out by the faculty and pertinent supervisory staff in preparation for making appointments for the next academic year. Students holding such awards must register for a minimum of 10 quarter hours (3 in summer) of work in each quarter of the academic year. All students receiving teaching assistantships must register for SPHSC 563, Instructional Development Forum, each year it is offered.

C. No student should feel that there will be less opportunity for obtaining meaningful practicum experiences if a stipend is not held. Generally, all experiences available in the Department are open for selection by all students regardless of means of financial support. (See departmental publication Graduate Student Stipend Awards on SharePoint at: https://www.sphsc.net)

XIII. Diversity

The SPHSC Department prides itself on cultivation an environment that respects the diverse contributions of each member of its faculty, staff, and students. Students may seek additional assistance with the Office of Minority Affairs & Diversity on campus (320 Mary Gates Hall; phone 685-0518). Personnel in this office are available to provide information concerning financial assistance, tutorial help, and counseling. Students may also wish to contact the Graduate Opportunities and Minority Achievement Program – GO-MAP: phone: 206.543.9016, email: gomap@uw.edu, or on the web at Contact GO-MAP.

XIV. Student Concerns

A. Department and University Ombudsman: Our department is committed to promoting respect for all members of our campus community. The University encourages the prompt resolution of issues of concern or complaints. Systems are in place to protect students, faculty, and staff from discriminatory or inappropriate situations. Federal and state laws prohibit discrimination on the basis of age, disability, national origin, race, religion, and/or sexual orientation. It is also a violation of University policy to display behavior that creates an offensive working or educational environment due to unwelcome comments, touching, or conduct. If, at any time, a student is made to feel uncomfortable in their relationship with another member of our department, they have a number of options for action. First, we would hope they would see the Department Ombudsman for departmental resolution of the problem. Appropriate safeguards are set up to resolve conflicts; there is an open door for all concerns. Second, students may seek support from the UW Office of the Ombudsman. The Ombudsman is a neutral third party, working within existing University policies and procedures to address and resolve disagreements informally. The goal is to achieve a fair and reasonable resolution of the complaint that is satisfactory to all parties involved. The person raising the complaint is actively involved in the process. The Ombudsman may facilitate mediation or conciliation between the parties. Third, when no resolution occurs with the Ombudsman, students may contact the University Complaint Investigation and Resolution Office (UCIRO). Their goal is to conduct a full and fair, factual investigation concerning the allegations of the complaint and, where possible, to facilitate the resolution within 60 days. See the following links for additional information about:

- the University Office of the Ombudsman (http://www.washington.edu/about/ombudsman/role.html)
- the University Complaint Investigation and Resolution Office (UCIRO) (http://compliance.uw.edu/UCIRO)
B. **Associate Chairs and Chair:** Students are encouraged to see the Associate Chairs or Chair at any time if concerns arise about any aspect of the program. The Associate Chairs and Chair are here to assist students in any way possible. This includes concerns students may have about coursework, grading, work environment, etc. If specific concerns about grades occur, students are urged to first communicate with the relevant instructor. If a satisfactory resolution cannot be achieved, the student should forward his/her concern to the Associate Chairs or Chair.

C. **Council on Academic Accreditation in Audiology and Speech-Language Pathology:** If students have major concerns or complaints about the Department in regards to the ASHA standards for accreditation, they may contact ASHA. Complaints should be filed with ASHA’s Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). Complaints may also be filed against the CAA, when faculty or students have major concerns about the accreditation process, decisions, or actions or activities of the council. Information about the process for filing complaints is available at: http://www.asha.org/Practice/ethics/Filing-a-Complaint-of-Alleged-Violation/.

* * * *

The University of Washington reaffirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam era veteran. This policy applies to all programs and facilities, including but not limited to, admissions, educational programs, employment, and patient and hospital services. Any discriminatory action can be a cause for disciplinary action. Discrimination is prohibited by Presidential Executive order 11246 as amended, Washington State Gubernatorial Executive Orders 89-01 and 93-07, Americans with Disabilities Act of 1990, Age Discrimination in Employment Act of 1967 as amended, Age Discrimination Act of 1975, Vietnam Era Veterans’ Readjustment Assistance Act of 1972 as amended, other federal and state statutes, regulations, and University policy. Coordination of the compliance efforts of the University of Washington with respect to all of these laws and regulations is under the direction of the Assistant Provost for Equal Opportunity, Dr. Helen Remick, Equal Opportunity Office, Box 354560, 4045 Brooklyn Ave. N.E., University of Washington, Seattle, Washington 98195-6261, telephone (206) 685-3263/V or 543-6452/TTY.  
http://www.washington.edu/admin/rules/policies/PO/EO31.html

The University of Washington is committed to providing access, equal opportunity and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. To request disability accommodation in the application process contact the Department at (206) 685-7402 or sphscadv@u.washington.edu or the Disability Services Office at least ten days in advance of the event at: (206) 543-6450/V, (206) 543-6452/TTY, (206) 685-3885 (FAX), or access@u.washington.edu.